Te Reo Māori
Level 1 Expected Learner Response

Expected Learner Response for Internal Achievement Standard

Te Reo Māori Level 1

Achievement Standard 92092 (1.1)

Te kōrerorero i ngā pārongo i ngā ariā me ngā whakaaro Māori

	Grade: Achieved
1.	For Achieved, the ākonga is required to interact in spoken reo Māori to share and respond to information, ideas, and opinions.
	This involves using relevant language in unrehearsed, and unscripted spoken conversation and referring to past and present events or experiences related to familiar contexts.
	Communication will be achieved overall despite inconsistencies. The contribution can be understood, although there could be parts where comprehension is hindered by errors in language, extended pauses, or pronunciation issues.
	The ākonga can recognise simple questions and formulate an appropriate response. For example:
	Ākonga A: *Kei te aha koe?* Ākonga B: *Kei te whakarongo ahau ki te reo irirangi.*
	The ākonga can interact about their life and personal interests. Within the interaction there would be references to past and present events or experiences. Events and experiences allow for actions, feelings, and thoughts to be expressed, for example:
	Ākonga A: *Kua kite koe i a 'Kotahi te aroha?'* Ākonga B: *Kāo. He aha ai?* Ākonga A: *He pikitia tino pai ki ahau.* Ākonga B: *Nē rā?*
	The ākonga can use some interactive strategies to maintain the interaction. Examples include asking and responding to questions, reacting to the speaker to show understanding, for example:
	Ākonga A: *I hea koe inanahi?* Ākonga B: *I te kāinga* Akonga A: *He aha ai?* Ākonga B: *I māuiui ahau.* Ākonga A: *Ō, ka aroha, e hoa.*
	The ākonga can share and respond to information in an interaction. Responses may be brief, using simple and formulaic sentences relevant to the interactive topic, for example: as they are reacting to what they are hearing in a spontaneous manner, for example:
	Ākonga A: *Kei te pīrangi koe ki te haere ki te kēmu?* Ākonga B: *Āe, He whakaaro pai tēnā.*

	Grade: Merit
2.	For Merit, the ākonga is required to interact capably in spoken reo Māori to share and respond to information, ideas, and opinions.

This involves using interactive strategies to support the conversation and using a range of language. There will be evidence of building on aspects of the information, ideas, and opinions exchanged. Communication will not be significantly hindered by inconsistencies.

The ākonga can understand and use language to describe actions and events and share ideas and opinions about them, for example:

<u>Ākonga A</u>: *Tino hōhā te hoko kākahu ki a au.*
<u>Ākonga B</u>: *I nē? Ki a au, e kāo. He mahi rawe. Haere ai ahau ki ngā toa ki te titiro ki ngā mea hou. Ko Glassons tōku tino toa.*
<u>Ākonga A</u>: *Ki tōku whakaaro, he mahi koretake.*

The ākonga can use a range of interactive strategies to support the conversation to keep it going. Examples include asking and responding to a variety of questions. Deliberately pausing or using formulaic expressions to indicate turn taking such as "me koe?" or "he aha ō whakaaro?". Signalling surprise or agreeing with what is said e.g. "nē rā", "tautoko!", or "e tika ana?".

The ākonga can build on aspects of information ideas and opinions, for example:

<u>Ākonga A</u>: *E hoa. Tirohia mai. Kei ahau tētahi waea pūkoro hou.*
<u>Ākonga B</u>: *Ka rawe. Nāu i hoko?*
<u>Ākonga A</u>: *Kāo. He tākoha huritau. Nā ōku mātua i hōmai.*
<u>Ākonga B</u>: *Tō waimarie, e hoa. Auē, tino harawene ahau ināianei.*

The ākonga can demonstrate a range of language and vocabulary, for example:

<u>Ākonga A</u>: *Inanahi, i haere tōku whānau ki tātahi. Kua tae koe ki a Oneroa?*
<u>Ākonga B</u>: *Āe, he oneone tino ātaahua tērā.* |

	Grade: Excellence
3.	For Excellence, the ākonga is required to interact skilfully in spoken reo Māori to share and respond to information, ideas, and opinions.
	This involves successfully using interactive strategies that enhance the conversation and a range of languages. Communication will not be hindered by inconsistencies.
	The ākonga can use language that is consistently fit for the context, skilfully selecting from a repertoire of language features and strategies to support the interaction.
	Examples may include prompting where one ākonga will help their partner to respond if they are struggling to find the language to express their thoughts. This may be helping to complete sentences, offering options, filling in gaps or reformatting the question, asking for more details if the partner has not understood the question or aiding with language if comprehension is unclear.
	The ākonga can extend on specific detail in a partner's response, for example:
	Ākonga A: I ngā rangi whakatā, i haere mātou ko tōku whānau ki Te Whanganui a-Tara ki te whakanui i te mārenatanga o tōku kaihana. Ākonga B: Nē rā, kāore anō ahau kia tae atu ki reira. He wāhi pai tērā? Ākonga A: Āe, he wāhi tino whakamīharo. He nui ngā mea whakahirahira kia kite ai i reira. Ko tōku tino wāhi, ko te whare taonga o Te Papa. Ākonga B: Kei te tino pīrangi ahau ki te tae atu ki reira. Ko te tūmanako, ka tae rawa ahau ki reira i ngā tau e heke mai nei.
	The ākonga can show flexibility to move between points in the interaction. This would demonstrate they can move beyond formulaic language by interacting with what their partner has said, for example:
	Ākonga A: I whara tōku waewae inanahi i te awa. Ākonga B: Auē! I whara tō waewae? He tino mamae? I pēhea?
	The ākonga can use a range of language successfully which can demonstrate consistent mastery of quality language, appropriate to both the context and level, such as well-chosen and varied vocabulary and controlled use of structures, including complex sentences, for example:
	Ākonga A: *E pai ana ngā kēmu ātea ki a koe?* Ākonga B: *I ētahi wā, i te wā e makariri ana ngā rangi. Engari he pārekareka atu ngā hākinakina ki ahau i te raumati.* Ākonga A: *Pēnā anō ahau. Ka haere ahau ki waho i ngā rangi ātaahua ki te tākaro.* Ākonga B: *I nē! Ko tāua tāua tērā.*